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## **Review of Social Science in the Cyber World**

### Cyberbullying on Social Media: Definitions, Prevalence, and Impact Challenges

This article relates to principles of social science because it deals with human interaction in a virtual space, uses archival research, and explores psychology. The ways that humans interact can change drastically while using technology. The research questions this article focuses on are how is cyberbullying defined in literature, what factors contribute to cyberbullying, how can they be measured, what is the impact of personality traits on the likelihood of engaging in or being victimized by cyberbullying, how do direct involvement and indirect experiences influence the prevalence of cyberbullying, how does cyberbullying affect individuals, and what measures can be taken to mitigate its effects (Ray et al., 2024). The types of research methods used in this article are a systematic review of cyberbullying on social media, meticulously evaluating relevant literature, and following the guidelines of the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (Ray et al., 2024). The types of data used in this article were findings from other articles about cyberbullying on Scopus, Google Scholar, and Science Direct (Ray et al., 2024). The inclusion criteria of reviewed articles were as follows: “(a) not limited by age, included studies, and measurements about children, adolescents, young adults, and adults. (b) Only assessed bullying behaviours, including traditional physical and psychological behaviours. (c) Assessed the impact of cyberbullying and cyber victimization, including psychological and physical behaviours. (d) Examined cyberbullying online participation behaviours. (e) Only assessed the prevalence/societal problem of cyberbullying on social media. (f) Articles that were published using the English language. (g) Were online journals, articles, literature reviews, systematic, and meta-analyses.” (Ray et al., 2024, p. 2). The exclusion criteria of reviewed articles were as follows: “(a) explored cyberbullying with machine learning or artificial intelligence. (b) Explicitly explored sexual cyberbullying. (c) The literature was not open-access and was not available to view/download.” (Ray et al., 2024, p. 3). This article mentioned that the understudied or marginalized group for cyberbullying is adults. Like the real world, marginalized groups are more likely to be victims of bullying online. Some marginalized groups that are more likely to experience cyberbullying include individuals with disabilities, women, and LGBTQ+ individuals. Some of the article's contributions to society include a standardized definition of cyberbullying, identifying core elements of cyberbullying, and identifying inconsistencies in measuring cyberbullying (Ray et al. 2024). Some connections between this article and our presentations include personality traits, personality theories, empiricism, research questions, and archival research.

### Impact of Cyber-Victimization's on Anger and Frustration: Role of AI, E-Governance and Cyberbullying Coping

This article relates to the principles of Social Science because it deals with human behavior/interaction through digital means, uses surveys, and explores psychology. The hypothesis of this article includes: "**H1:** Cyber-victimization significantly influences the anger and frustration. **H2:** Artificial Intelligence in cybersecurity significantly mediates the relationship of cyber-victimization and the anger and frustration. **H3:** E-Governance significantly mediates the relationship of cyber-victimization and the anger and frustration. **H4:** Cyber-victimization is positively associated with anger and frustration, and this relationship is mediated by the role of artificial intelligence in cybersecurity and e-governance. **H5:** Cyberbullying coping significantly moderates the relationship of cyber-victimization and the anger and frustration" (Aliane & Mirzaliev, 2024, p. 5-8). The size of the sample used for this research was 244 employees who were drawn using a stratified random sampling method (Aliane & Mirzaliev, 2024). Structured surveys, designed using a five-point Likert scale, were used to gather data on these employees (Aliane & Mirzaliev, 2024). "Data analysis was done through Structural Equation Modeling in Stata software" (Aliana & Mirzaliev, 2024, p. 12). Other methods, such as Cronback's alpha, were used to test the reliability of constructs (Aliane & Mirzaliev, 2024). The influence of the virtual world on human interaction is greater than ever before. So, understanding cyber-victimizations and its associated cascading psychological effects is crucial to help individuals respond in a way that does not increase risk. Some connections between this article and our presentations include cyber-victimization, empiricism, determinism, and hypothesis. This study looks at individual's emotional responses to cyber-victimization which is the first step to providing education on how to properly respond. Formal scientific articles like this one can be used by governments and universities to implement prevention training for cyber-victimization. This study provides data on how the marginalized group, in this case individuals who have experienced cyber-victimization, can mitigate adverse effects that result. Marginalized groups such as women, elderly, and individuals with disabilities are more likely to experience cyber-victimization.

### Conclusion

Cyberbullying and cyber-victimization is a growing societal concern that can affect all individuals regardless of age, gender, or ethnicity. These reviewed articles explore the psychological, emotional, and social effects on victims. The rise of technology and social media grant new opportunities for cyberbullying and cybervictimization every day. Many marginalized groups are disproportionately impacted by these issues which is why more research

is needed to create scientific supported solutions that will make the digital world safer for all.

### **References**

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